Supporting Students and Teachers

Diana Browning Wright

January 20th, 2016

SFUSD

(Thanks to Michelle Levy, Long Island, NY)

Administration
Students
Custodial Staff
Parents
Teachers
Paraprofessionals
Monitors
Secretarial Staff
Bus Drivers
Community Members
School Board
Mental Health Staff

**Teamwork
All stakeholders
build the framework**

**Public Health Model: *PREVENTION***
(e.g., diabetes, smoking, obesity)

- **Tertiary (FEW)**
  – Reduce complications, intensity, severity of current cases (manage
- **Secondary (SOME)**
  – Reduce or reverse current cases
- **Primary (ALL)**
  – Prevent cases from developing in the first place
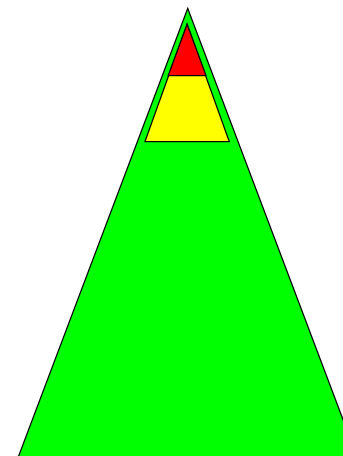
Public Health Model: *PREVENTION*
Ex: Diabetes

- **Tier 3**
  - Daily insulin injection
- **Tier 2**
  - medication
- **Tier 1**
  - Diet & exercise

- Progress monitor with glucose meter

- Integrity issues
  - No donuts
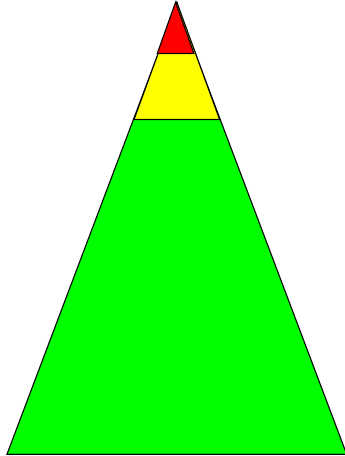
What is Fair?

Fair is <u>not</u> everyone getting the same thing

Fair is everyone getting what they need

Most often asked questions from paraprofessionals

- "What is it?" (PBS)
- RtI? Tiers? HUH?
- Is this special education?
- "Why are we teaching this? They already know this stuff!"
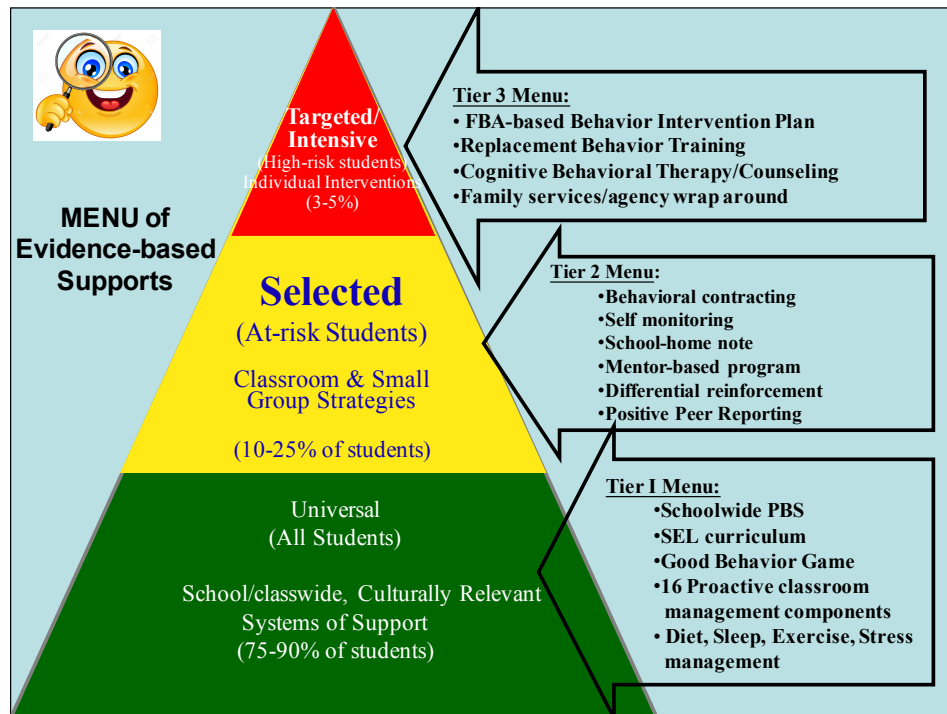- "Why are we doing this?"
- "What is my role?"
- Others to add?

Rob Horner
Nov. 2012

Where do we start?

With **Universal…**

"If a school tried to build an Intervention program in isolation of its core program, it would be like trying to build a house, but starting with the roof- without a proper foundation, no structure can stand."

(DuFour, DuFour, & Eaker, 2010)

Quadrant 1 (Pyramid diagram)

MENU of Evidence-based Supports

Targeted/Intensive
(High-risk students)
Individual Intervention
(3-5%)

Selected
(At-risk Students)

Classroom & Small Group Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant Systems of Support
(75-90% of students)

Tier 3 Menu:
• FBA-based Behavior Intervention Plan
• Replacement Behavior Training
• Cognitive Behavioral Therapy/Counseling
• Family services/agency wrap around

Tier 2 Menu:
• Behavioral contracting
• Self monitoring
• School-home note
• Mentor-based program
• Differential reinforcement
• Positive Peer Reporting

Tier I Menu:
• Schoolwide PBS
• SEL curriculum
• Good Behavior Game
• 16 Proactive classroom management components
• Diet, Sleep, Exercise, Stress management

Components of School-wide PBS

1. Clear definitions of expected appropriate behaviors for students and staff
2. Clear definitions of problem behaviors and their consequences
3. Regularly scheduled instruction and assistance in desired positive social interactions

Components cont'd

4. Effective incentives and motivational systems are provided to encourage students to behave differently
5. Staff receives training, feedback and coaching about effective implementation of the systems
6. Systems for measuring and monitoring the intervention's effectiveness are established and carried out

Traditional Discipline vs. PBIS

Traditional Discipline:	Positive Behavior Support:
• Goal is to stop undesirable behavior through the **use of punishment**	• Goal is to **proactively** stop undesirable behavior by:
• Focus is on the **student's problem** behavior	• **Replacing** with a new behavior or skill
	• Altering **environments**
	• **Teaching** appropriate skills
	• **Rewarding** appropriate behavior

My Contribution

- Support administrator and leadership team in the implementation of new practices
- Teach the expected student behaviors from the matrix in unstructured settings
- Listen, when possible, to social skills lessons
- Review, remind and reinforce expected behaviors in natural settings.
- Use positive, supportive language
- Participate in the acknowledgement/reward system
- Consistently and fairly use redirection and consequences
- Participate in data collection to be used for decision making when needed

Looking at Behavior

Management

vs.

SUPPORT

Behavior Science

- No student wants to misbehave
- All behavior, both good and bad, is a form of **communication**
- Behavior occurs for a **reason**
- Something causes the student to use a behavior
- The student **gets** something or **gets away** from something
- A child's behavior affects those around him
- **A child's behavior is NOT personal**
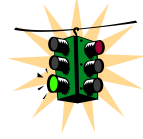
What does this student feel, need, or want?

BEHAVIOR

_____

FEELINGS AND NEEDS

Behavior Problems are a Signal of…

- Poor quality of life
- Little control in life
- Few choices
- Poor social Skills
- Poor communication skills
- STRESS

- Boredom
- Peer pressure
- Mistrust
- Desire for attention
- Low self-esteem
- Skill deficits
- A feeling of not belonging

It is easier to prevent behaviors than it is to address them once they have occurred.

Effective Adults in Schools:

- Spend more time promoting responsible behavior than responding to irresponsible behavior   (Beaman & Wheldall, 2000; Walker & Gresham, 2004).

- Recognize that misbehavior occurs for a reason, and they take that reason into account when deciding how to respond

(Alberto & Troutman, 2006; Scheuermann & Hall, 2008)

What Is Child Traumatic Stress?

- Child traumatic stress refers to the *physical and emotional responses* of a child to events that threaten the life or physical integrity of the child or of someone critically important to the child (such as a parent or sibling).

- Traumatic events overwhelm a child's capacity to cope and elicit feelings of terror, powerlessness, and out-of-control physiological arousal.

National Child Traumatic Stress Network

Trauma & School Performance

- Traumatized children are:
  - 2.5x more likely to fail a grade in school
  - score lower on standardized achievement tests
  - more likely to have struggles in receptive & expressive language
  - suspended & expelled more often
  - more frequently placed in special education

Artwork courtesy of the International
Child Art Foundation (www.icaf.org)

Trauma-Sensitive Schools

Trauma-sensitive schools acknowledge the prevalence of traumatic occurrences in students' lives and create a flexible framework that provides universal supports, is sensitive to unique needs of students, and is mindful of avoiding re-traumatization.

By being part of the process, you can help……….

Increase
- attendance
- positive social interactions between staff and students
- learning (test scores)
- graduation rate
- teacher retention
- administrative time
- instructional time
- perception of teacher effectiveness
- improve school efficiency

Decrease
- truancy
- bullying
- drop-out rate
- office discipline referrals
- proactive, preventative measure for suicide

Adapted from Rob Horner, Nov 2012.
Northwest PBIS Coaching Conference Keynote

Grounding Principle

"I like you just the way you are!"

"Unconditional positive regard"
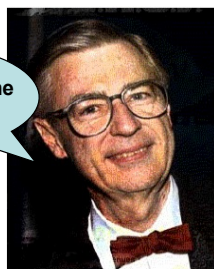
NO teaching strategy or intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.

Relationships: The Basis for Effective Teaching

- Establish
- Maintain
- Reconnect, Repair, Restore when broken

- Kind
- Firm
- Fair
- Consistent

Adult Words and Actions Can Convey CAPS

CONCERN
 	
  for individual welfare
  for group welfare
	ABILITY and willingness to cooperate with each student, a "zero reject" policy

POSITIVE attitudes and expectations about each student's learning potential
  Every class has a **HALO**
  *high *average *low *other
	SINCERITY and Integrity

They will not remember what we said.

They will not remember what we did.

But they will never forget the way we made them feel.

Maya Angelou

Climate Enhancers

- Always model respectful and polite behavior
- Praise genuinely and frequently
- Set high, but reasonable and attainable expectations
- Know your students
- Spend time interacting with students
- Use effective listening skills
- Support classroom design to be appealing to students
- Celebrate student success and achievement
- Use humor

Mirror Neurons

- Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other

- IMPLICATIONS:
  - Students learn via modeling from educators and peers
  - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

Mirror Neurons – The Power of Smiling

- Randomized trial looking at performance under smiling vs no smiling conditions:
  - Those in the smile group perceived the world in a better light: To them,
    - boring material was more interesting,
    - neutral images looked more positive,
    - even bland drinks seemed tastier

- PLUS, people who smile more live an average of 7 years longer than those who smile less

Diana Browning Wright, M.S., LEP and Clayton R. Cook, PhD

Communicating Competently

☺ Provide praise, encouraging feedback, empathy statements and smiling

☺ Deliver effective praise

- Contingency
- Specificity
- Sincerity
- Process, effort, use of a strategy

☺ Deliver effective reprimands or corrective statements

- Brevity
- Non emotional
- Non threatening soft voices
- Proximity

It's not WHAT you say… but ….

*7 different people/7 identical sentences / 7 different meanings:*

I didn't say she stole my money.

I **didn't** say she stole my money.

I didn't **say** she stole my money.

I didn't say **she** stole my money.

I didn't say she **stole** my money.

I didn't say she stole **my** money.

I didn't say she stole my **money**.

Discipline Works When…..

Prevention creates more Positive than Negative Consequences

Reinforcement
(success)

5:1

Punishment
(failure)
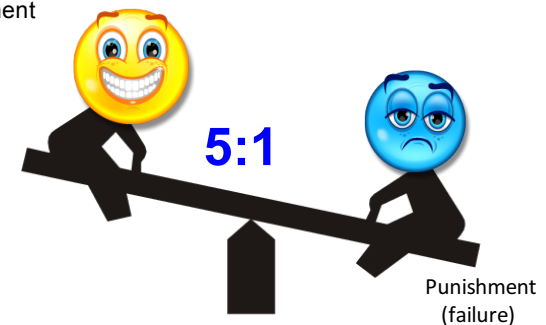
Humiliation Protection

- Provides effective support for diverse learners, e.g. learning & cultural differences, language learners and learning disorders
- The student must feel entirely safe from humiliation such as excessive & conspicuous negative comments
- Helps to build positive relationships with students

Research

- Research has shown that the most effective strategy for building a positive school environment and student self esteem is a **5:1** positive to negative ratio of interactions
- It has shown to be effective **80%** of the time
- It is used by teachers **1.44%** of the time.

How Does 5 to 1 Happen?

<u>All</u> Staff are expected to:

☺ Interact in a friendly, supportive manner at all times---students, parents, guests and colleagues
☺ Initiate positive interactions by:
  - Making eye contact
  - Smiling nodding, winking
  - Welcoming
  - Offering a greeting
  - Asking if assistance is required
  - Provide positive feedback regarding appropriate student behavior
  - Maintain an attitude of respect and support, even when correcting student behavior

Does Knowing How to Behave in One Setting Mean Someone Should Know How to Behave in Another?

Children should be taught and continually supported in learning how to behave well in school and get along with others

So What Should We Do?

1. Behavior is learned.
2. Students are not born with good or bad behavior
3. We need to:
   - Teach social skills directly and
   - Give positive feedback about what they are doing correctly or appropriately.

Effective Praise Statements	Less Effective Praise Statements
"Excellent job listening and following directions the first time."	"Good job!"
"Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."	"Excellent!"
"Way to go! You asked for help and completed your math work correctly before the end of class!"	"Good work!"

(Gable, Hester, Rock, & Hughes, 2009)

Non-Examples

- "Ok, keep going" (prompt)
- "Does *ANYONE* know what we are supposed to be doing right now?" (this is a prompt disguised as sarcasm).

Types of Reinforcement

- Intrinsic: Self praise and satisfaction
- Praise from adults
- Social Status & recognition from peers & adults
- Contingent access: If ….Then
- Closure: Completion of tasks
- Tangibles (Extrinsic)

Why a Tangible System?

- Tied to school expectations

- Provides specific feedback on student's behavior

- Provides visible acknowledgement of appropriate behavior for student

- Helps to remind staff to provide positive feedback (5:1)

6 Essentials of Active Supervision

1. Positive Contacts	2. Positive Reinforcement	3. Movement
4. Scanning	5. Systematic Corrections	6. Instruction

1. Positive Contacts

5 to 1
ratio of quick positive contacts

Simple greetings, friendly comments

HELLO!

Group and individual directed

2. Positive Reinforcement

Positive reinforcement for following specific expectations

Does the supervisor know the behavior expectations in that area?

3. Movement

- Frequent
- Unpredictable
- Go to known problem areas
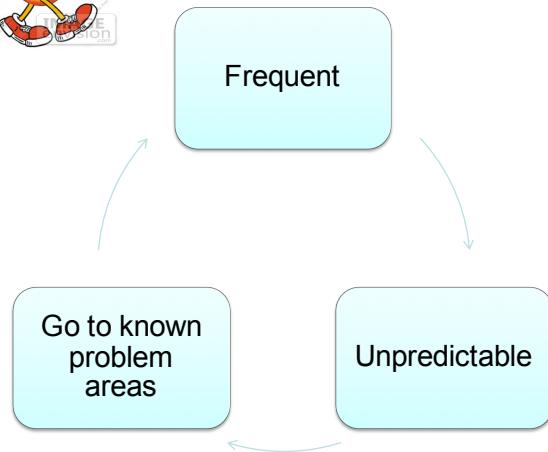
4. Scanning

Head up: see the big picture

Make eye contact, smile, wave

Make self seen

Look for and listen for early warning signs of trouble:
- Angry looks, frowns, "play fights," bossiness, teasing, rough play, too excited, withdrawn
- Intervene early

5. Systematic Corrections

Immediate (choose battles wisely)

Privately, if possible

Identify the problem and the rule
- Give student chance to correct
- Positive practice: "do it the right way"
- Positively acknowledge correction

Neutral, business-like demeanor; Non-argumentative

Know and implement preplanned consequences

2 minute rule: know when to move it on to the next level

6. Instruction

Make sure students have received planned instruction - matrix behaviors & procedures in each non-classroom area.

Review expectations at least 2-3x throughout the school year.

Use pre-corrections or reminders on a daily basis, especially in target areas and with students or groups of students who need it.

Example: Active Supervision

"Ms. Hailey directed the class to finish their lunch. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for following directions. She stood beside Enrico for a moment, as he usually does not follow directions first time asked, and praised him for staying in his seat appropriately. Ms. Hailey then stopped, turned around, and watched the front half of the table. She continued to loop around the tables, checking on students and giving compliments here and there."

(Adapted from Colvin, 2009, p.46)

What are best practices that discourage problem behaviors?

- Correct Misbehavior and Reteach ➡
- Problem-solve or Conference with Student ➡
- Redirect ➡
- Provide Choice ➡
- Contingent Instructions ➡

Teaching Matrix ⭐

Positive Behavior Intervention & Support (PBIS)
School Wide Behavior Expectations Matrix

(Depry, & Sugai, 2002; Lewis et al., 1998; Colvin et al., 1997)

Error Correction
Non-Examples…

- How many times do I have to tell you to work quietly?
- Didn't I just tell you to get your work done?
- Why are you talking when I'm talking?
- Do you want me to send you to the office?
- What's going to happen if I call your mother?
- What do you think you're doing?
- Don't you think you should be using your time better?

Classroom Continuum of Response
1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful

Continuum of Response	Words/actions an adult can use
Prompt	Provide verbal and/or visual cue that alerts child a misbehavior has occurred
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Student hears/demonstrates. Provide immediate feedback.
Contingent Instructions	Specific directions that prompt/ alert the student to stop the undesired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Prompt Expected Behavior

- Is a verbal command that communicates precisely what you want the student to do

  (eg "I need you to start working on your essay by writing your introductory sentence.")
- Not a threat or description of the problem behavior
- Prompt needs to be:
- Positively stated
- One command at a time
- Statement and not a question
- Delivered privately in a cool, calm, collected yet firm manner

Prompts   vs   Nagging

Prompts	Nagging
• Emotionally neutral or positive in delivery	• Negative or annoyed tone in delivery
• Gives SPECIFIC directives for behavior (say what to do)	• General in directive, which is unhelpful
• Discusses behavior	• Discusses character or traits

Escalating Prompts

"As students become more agitated, their behavior becomes more engaging. Staff may begin to take this behavior personally and resort to "in your face" responses.

Unfortunately, staff may pay so much attention to the objectionable behavior that they are not sufficiently aware of the impact their responses have on the student and their connection to the escalating behavior."

Colvin, 2004

Reflecting

- "It sounds like you get angry when people make fun of you."
- "I'm thinking you get nervous when asked to answer questions in front of the group."
- "Here is how I understand it, you wanted to take a break, but..."

Redirecting

"John, please turn around in your seat and look at the board. Thank you."

"Sue, I really need you to pay attention to this. It's important and I don't want you to miss it."

The adult is calm, but assertive during this interaction.

Redirect

1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful

Code of Conduct	All Settings	Example
Respectful	•Know and follow directions •Use appropriate language and actions	*Terry, eye-rolling is disrespectful. Our (School Matrix) has examples of words that would be more respectful.*
Responsible	•Know and follow directions •Accept consequences •Be punctual	*Susan, I heard the 2-minute warning bell. We have agreed to be on time for class.*
Ready	•Know and follow directions •Be prepared	*Jamal, it's especially important in biology lab to follow the directions for handling these sharp dissecting tools.*

Redirection

- Establish eye level position
- Be brief
- Give reasonable amount of time to comply provide (wait time: 5-10 seconds)
- Stay with the present problem
- Statements, not questions
- Avoid power struggles
- Modeling appropriate behavior is a powerful teaching tool
- Acknowledge cooperation
- Withdraw if the situation escalates: follow emergency procedures

Throughout the Encounter

- Address the behavior of the student and speak in terms of the behavior (this makes it less personal)

- Model the behavior you want the student to display (and how you would like the rest of the well-behaved students to see you) throughout the encounter

- Leave previous conflict and baggage out of it

- It is okay to give yourself a minute for composure

Keep it brief

- "Joe, you've walked out of the door again without your backpack. Where's your head at? You're so busy gossiping with all your friends you're not even thinking about what you're supposed to do. Sometimes I think you'd lose your head if it weren't tied to your neck. C'mon. Get with it."

and respectful

- "Joe. Your schoolbag."

Short & Clear:

"Stay on the topic- Columbus Day"

Vs

Wordy, Vague, Conveying Frustration:

"If you won't listen, you won't learn a darn thing. You aren't trying. Pay attention and keep up"

Annemieke Golly

Reteach

1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful

Code of Conduct	All Settings	Example
Respectful	•Know and follow directions •Use appropriate language and actions	*Terry, eye-rolling is disrespectful. When the work gets hard, I want you to signal your frustration by using your cue card, like this. Show me. That's right, good job!*
Responsible	•Know and follow directions •Accept consequences •Be punctual	*Susan, I heard the 2-minute warning bell. Being punctual means getting to class and seated before the tardy bell rings. What will you need to do to be punctual?*
Ready	•Know and follow directions •Be prepared	*Jamal, it's especially important in biology lab to follow the directions for handling these sharp dissecting tools. We place the tools in this container when not in use. Can you show me where they go?*

Contingent Instructions

1. Calm   2. Consistent   3. Brief   4. Immediate   5.Respectful

Code of Conduct	All Settings	Example
Respectful	•Know and follow directions •Use appropriate language and actions	*Terry, eye-rolling is disrespectful. Raise your orange cue card to communicate that respectfully.*
Responsible	•Know and follow directions •Accept consequences •Be punctual	*Susan, I heard the 2-minute warning bell. Finish putting these things in your locker and walk quietly and straight to class.*
Ready	•Know and follow directions •Be prepared	*Jamal, it's especially important in biology lab to follow the directions for handling these sharp dissecting tools. Put down the scalpel and put the tools you are not using in the correct container.*

Offer the student face-saving exit strategies.

- A teacher, for example, who says to a student, "Rashid, take out your book now and pay attention--or I will send you to the office!" backs the student into a corner.

- The student cannot comply without appearing to have done so merely to avoid the threatened disciplinary consequence (that is, prompt compliance would probably result in Rashid's losing face with his peers).

- The teacher might instead use this face-saving alternative: "Rashid, please take out your book now and pay attention. We need to make sure that you do well on the upcoming test so that you continue to be eligible to play on the lacrosse team. They need your talent!"

Provide Choice

1. Calm   2. Consistent   3. Brief   4. Immediate   5. Respectful

Code of Conduct	All Settings	Example
Respectful	•Know and follow directions •Use appropriate language and actions	*Terry, eye-rolling is disrespectful. Would you rather tell me your frustration or use your cue card?*
Responsible	•Know and follow directions •Accept consequences •Be punctual	*Susan, I heard the 2-minute warning bell. You can put the skateboard in your locker or give it to me and pick it up after school.*
Ready	•Know and follow directions •Be prepared	*Jamal, it's especially important in biology lab to follow the directions for handling these sharp dissecting tools. We place the tools in this container when not in use. You can do that now or let a classmate do that while you finish that incision.*

Provide Choice

- Deliver a warning by providing a choice between displaying the expected behavior or experiencing a penalty

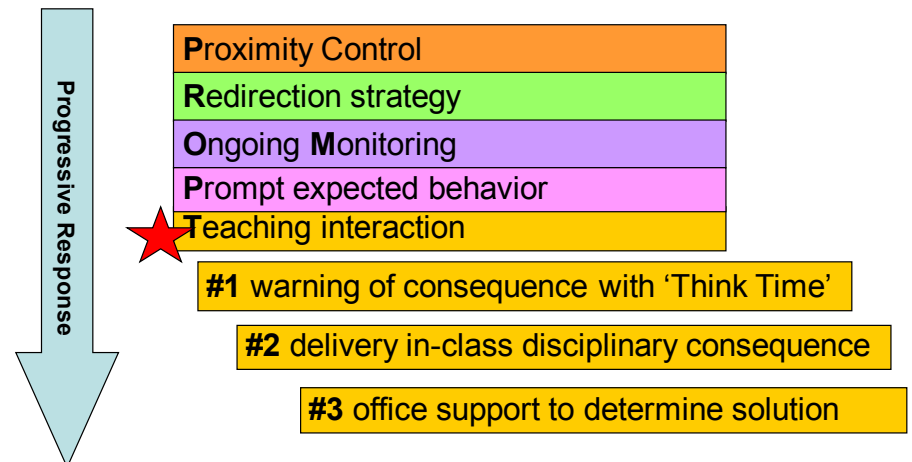- Do not tell them you will "make" them do anything, this furthers a standoff

---

The Foundation:
- **Strong Positive Relationships**
- **Proactive Classroom Management**
- **Communicating Effectively**
- **Awareness & Reflection**

Progressive Response

Proximity Control
Redirection strategy
Ongoing **M**onitoring
Prompt expected behavior
Teaching interaction

#1 warning of consequence with 'Think Time'

#2 delivery in-class disciplinary consequence

#3 office support to determine solution

The Foundation: Communicating Effectively

- **Think** – "How would you want an adult to interact with your child if s/he made a mistake or engaged in a problem behavior?"
- Correct behavior as privately as possible

- **Non-threatening** facial expressions, body posture, & gestures
- Be aware & get on the student's level
- Your eyes below the student's

- Use of **caring**, validating statements eases potentially difficult interactions
- **Empathy**, perspective-taking, encouragement

- **Use a calm voice**
- Tone, rate, and amount of speech
- Fewer words the better

- **Give the student choice and a way out**
- Alternative activity, "Not now, later," "why don't you take a break and get some water"

- **Avoiding shaming, ridiculing, and/or embarrassing the student**

Teaching Interaction

- Corrective teaching procedure that attempts to turn instances of ongoing problem behavior into a teachable moment

- Has been shown to prevent escalated behavior and preserve the relationship with the student

- Delivered in a calm yet firm manner

Steps to Teaching Interaction

- **Start with an empathy statement**
- "I understand that class can be boring sometimes, believe me I have to sit in faculty meetings, BUT….."

- **Label the inappropriate behavior**
- "Right now you are talking out loud and distracting other students."

- **Describe the appropriate alternative behavior**
- "Instead of talking out loud, I need you to start working quietly on the assigned work."

Steps to Teaching Interaction

- **Provide a rationale for appropriate behavior**
- "When you work quietly on your work, you and the other students can get your work done, which means you don't have to take it home and you'll get a better grade in the class."

- **Deliver a warning or consequence**
- "Here's the deal: I'm going to give you 1 minute to think about the choice you want to make. You can either start working on the assigned work, take a brief break and then start working, or you can keep distracting other students and I'm going to take some of your time after class."

- **Deliver feedback or praise**
- "In my eyes, you definitely made the right choice. It's okay to take a brief break once in a while and then get back to work and not distract others. Thanks. "

Teaching Interaction #1
Verbal Warning of Consequence with 'Think Time'

- **Often a warning of the consequence is all it takes to correct the students behavior**
- Aim is to put the student in a 'decisional dilemma' ("what do I want to do?)

- **'Think Time' consists of providing the student with the space and time to reflect and make a choice about his behavior**
  Choices are:
- Stick with the problem behavior and earn a disciplinary consequence
- Take a brief break to reset and then start engaging in the desired behavior
- Following the instruction right away by engaging in the desired behavior

- **If the student does not respond to the warning, then you need to be ready to follow through with an in-class disciplinary consequence**
- Too often adults train students to be noncompliant because they warn of consequences but never follow through

Teaching Interaction #2
In-Class Disciplinary Consequence

- **The student has decided not to comply with 'Think Time' by continuing to engage in problem behavior**

- **The aim is follow through on an in-class disciplinary consequence that is likely to reduce future instances of the problem behavior**
- Individualize the disciplinary consequence to the student (think – "what will encourage the student to behave better next time.")

- **In-class discipline options:**
- Loss of a desired privilege (seating, use of free time, ability to work with partner of choice, leave class)
- Contribution plan: form of restitution in which the student engages
- Refocus form: complete a form to reflect on behavior, identify solutions, and prepare to take ownership and make things right (e.g., make an apology)
- Send to teacher buddy:

Teaching Interaction #3
Requesting Office Support Process

- Student continues to be defiant by not complying with the in-class discipline
- Given the continuation of the problem behavior, it is now time to utilize the office support process
- Complete office support form and prepare to transition the student in a calm, respectful manner
- Office support is a solution-oriented process
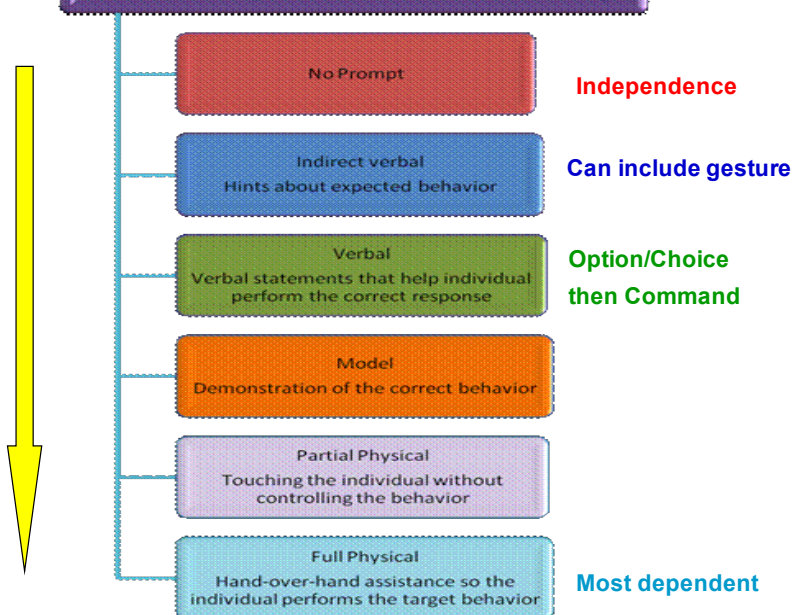
Reconnect, Repair, and Restore

- Students often experience disciplinary interactions as negative, which can hurt or weaken the relationship with the student
- A follow-up process should be implemented with the student after engaging in a teaching interaction
- Schedule time to reconnect with the student
- Communicate effectively to repair any hard feelings and be open to a do-over or admitting one's own mistake
- Work to restore the relationship with student

The Day After a Power Struggle

- Use 'I' messages to convey information about YOUR perspective, feelings and needs
- "You and I had a tough time yesterday. I felt upset and so did you. But I am happy you are back and I want a fresh start. We can both make each other's day a little better. I feel sure about that. Good to see you!"

Linda Goulet *Maintaining Respect Under Fire: Reaching Today's Youth. 1997*

Prompt Hierarchy

|		
No Prompt		**Independence**
Indirect verbal — Hints about expected behavior		**Can include gesture**
Verbal — Verbal statements that help individual perform the correct response		**Option/Choice then Command**
Model — Demonstration of the correct behavior		
Partial Physical — Touching the individual without controlling the behavior		
Full Physical — Hand-over-hand assistance so the individual performs the target behavior		**Most dependent**

www.ed.utah.edu

Mindset

"A major factor is the 'mind set' of the instructional assistant. It would be much easier to assist a student than it is to **promote independence.** The assistant must focus on the student's independence consistently, the **bigger picture** must be considered at all times."

Anita Haines

List of prompts: Ordered from least intrusive to most intrusive	
Prompt Type	**Paraprofessional or Teacher Behavior**
Independent (I)	The student completes a task without assistance.
Indirect Verbal (IV)	Indirectly inform the student that he or she needs to do something. For example, "What do you need?" or "What's next?"
Direct Verbal (DV)	Tell the student what to do or say. For example, "Put your pencil in your desk."
Gesture (G)	Provide non-verbal information to indicate what to do. For example, pointing to the start button on the CD player to indicate the correct button to push.
Model (M)	Provide a model (what you want the student to do or say) for the student to imitate.
Partial Physical Assist (PPA)	Provide minimal physical support. For example, touch the student's hand as a cue to begin writing, or touch the student's elbow as a cue to reach for an object.
Full Physical Assist (FPA)	Provide hand-over-hand support. For example, put your hand on the student's hand and move the student's hand through the action of brushing his or her teeth.
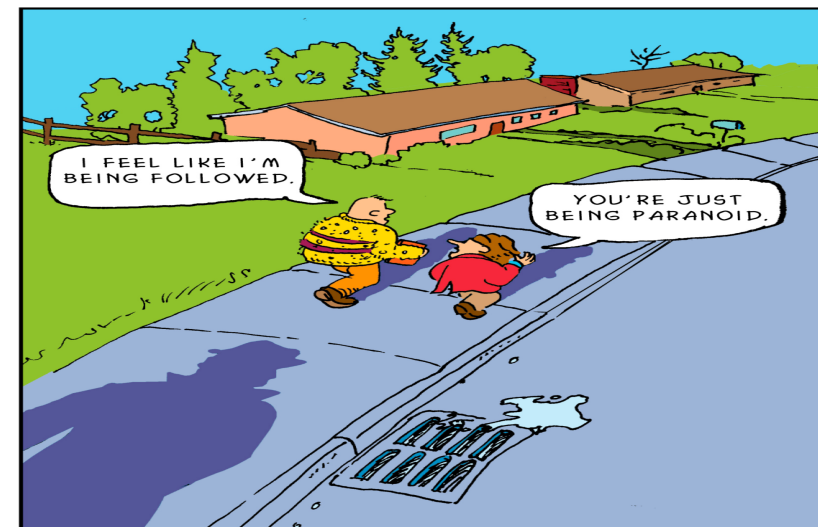
THE SHADOW KNOWS:
RODNEY'S SUSPICIONS WERE ACCURATE. UNBEKNOWNST TO HIM, A PARAPROFESSIONAL HAD BEEN ASSIGNED TO BE HIS SHADOW.
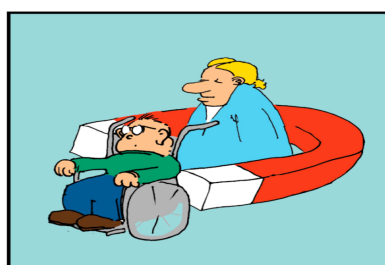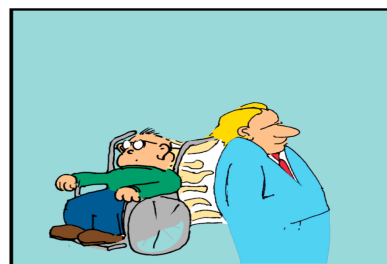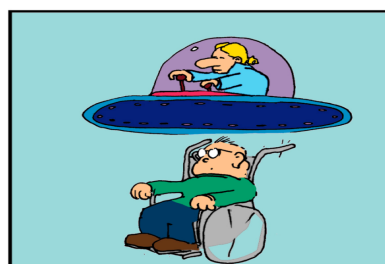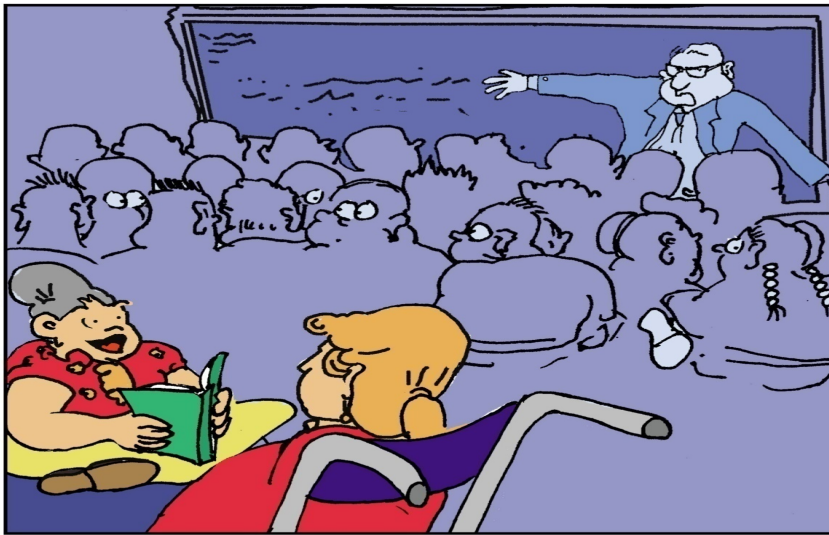

HELPING OR HOVERING?

Less Intrusive

JOEY NOTICED A MYSTERIOUS FORCE FIELD AROUND HIS ASSISTANT THAT CHILDREN COULD NOT BREAK THROUGH.

Definition of intrusiveness: to force or push something on another without being asked or welcomed
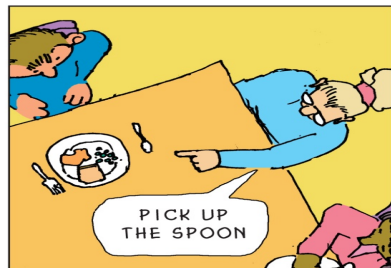
UNINTENDED DISTRACTIONS

LET ME HELP YOU WITH THAT!

BUT WHEN DO I GET A TURN?

AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

PICK UP THE SPOON

SCOOP THE FOOD

NOW RAISE THE SPOON...

TO THE MOUTH

RODNEY LEARNS NOT TO MAKE A MOVE UNTIL HE IS TOLD.